

Teaching notes on 2.02 Verb codes

Slide 1

Learning objective: To see how Latin shows who is doing the verb by using 'codes'.

Mouse-click on this slide will also make *Lucundus* say 'salvete!' ('sal-way-tay') to the class. This means 'hello!' The pupils can reply by saying 'salve!' ('sal-way'). 'Salve' is the greeting used to one person and 'salvete' is a greeting to more than one. In this unit, we'll see lots more about singular and plurals, but this introduces the idea gently.

Slide 2



This lesson's warm-up is a game of *Ecce Centurio*, with one student at the front being the centurion and barking out the Latin words to which the rest of the class must mime appropriately. The words displayed are the ones we'll be working with in this unit:

laborare (to work)

videre (to see)

habitare (to live)

ridere (to laugh)

amare (to love)

You can extend use of this slide by seeing if the students can come up with any English words that derive from these. On mouse-click, the students will be prompted to think about which word class these words belong to. As they will hopefully recognise after the last lesson, they are all (mouse-click) verbs.

Slide 3



Here, we're going to firstly identify all of the verbs in this English word cloud – they will reveal themselves on mouse-click. But we're also going to have a look at the fact that in English, a verb on its own only tells part of the story. To make sense of a verb, to see who's doing the action, we need an extra word – a noun, or at the very least, a pronoun. All of the verbs here make sense because they have a pronoun with them. On mouse-click, the pronouns will all be circled. Pupils could be asked to identify them before they're revealed, or could make a note of them on their whiteboards as they're being revealed.

Slide 4

We learned in Unit 1 that Latin doesn't use word order to make meaning, but rather changing the endings of words. This goes, too, for verbs.

Slide 5

On mouse-click, six English pronouns we considered in the previous slide will appear. Now, saying 'y'all' is a bit crazy for an English person (quite good if you're from Texas!), but since English no longer distinguishes between singular and plural 'you' (it used to with thou/thee and ye/you), it helps to make a distinction. And usually gets a laugh from the class.

Then on mouse-click above each pronoun will appear the Latin verb ending that corresponds. So:

- If a verb ends in 'o' it means I am doing it
- If it ends in 's' it means you are doing it (just one of you)
- If it ends in 't', it means he, she or it is doing the verb (don't worry about which one to choose for now, we'll learn about that in time).
- If it ends in 'mus', then we are doing the verb
- If it ends in 'tis', then y'all are doing it.
- If the verb ends in 'nt', then they are doing it

It's really useful to commit these ending 'codes' to memory, so we're going to create an 'earworm' by chanting these endings. A mouse-click will bring up on this slide a picture cue for the pupils (and to cover up the 'she' and the 'it' as these aren't in the chant). Say to the students that you're going to tap-clap a rhythm and when they get it, they should join in (it's pretty recognizable as the rhythm from 'We Will Rock You' by Queen). Start the rhythm, tap-tap-clap, tap-tap-clap. It normally doesn't take long for the majority of the class to either recognize it and/or join it. When everyone has joined in, sing along (to the tune of We Will Rock you, "o, s, t, mus, tis, nt... I, you, he, we, y'all, they." Invite the pupils to join in. This is the technique used to memorise the verb endings, and will be used (first out loud, then silently) to aid pupils' recall before embarking on a verb translation exercise.

A video of this chant in action can be seen at <https://youtu.be/SWdEPIhOXC0>.

Slide 6

This shows how 'amare' (to love) works with the different verb endings. Advance and talk through the slide content, but when the pupils seem confident, let them say what they think the Latin words mean. Some extremely keen-eyed pupils may notice that in 'amo', the 'a' present in the rest of the endings disappears. This is because they elide, or (less technically!) get squished together.

Slide 7

This is a chance for the students to get further practice at verb endings by working out what the different variations of the verb 'videre' (to see) mean. The written exercise icon then pops up to indicate the class should move on to this lesson's worksheet.

Slide 8

The plenary which takes the form of a set of questions:

Question 1 How do you say 'hello' in Latin? [salve or salvete to more than one person]

Question 2 How does Latin show who is doing a verb? [by using a 'code' on the ending of the verb]

Question 3 What does 'video' mean in Latin? [I see] Can you make a connection with what 'video' means in English? [because if you watch a video, you could say 'I see it']

On mouse-click, lucundus then says, 'valete!' ('wa-lay-tay'), which means 'goodbye!' The pupils can reply 'vale!' Just like with 'hello', the greeting changes depending on whether the speaker is addressing one or many people.